

**“You should be ashamed of yourselves.... Go back to the back room, make equity your top priority.... Do not take equity to the county commissioners unless you are looking for yet another reason to continue to deny equity to so many who have waited so long.”**



McElrath

– Former schoolteacher and NAACP education committee chair Richard McElrath, to school board Tuesday night

## Dreams still deferred

**Board refuses 5-4 to add equity money to '03-'04 budget; OKs Pughsley's document; backs idea of working toward funding equity, 'challenges' over 3-year period**

School board resolutions promising equal facilities for all children go back at least to 1979.

As outgoing board member Arthur Griffin counts them, additional resolutions were passed in 1981, in 1983, in 1992, were reaffirmed during U.S. District Court testimony in 1999, and were recommitted to paper in 2001.

Tuesday night the board ignored a plea that it make equity its top priority (box at left) and fund \$18.6 million in unbudgeted staff, training and materials, defunding a secondary priority if necessary.

It then voted 8-1 to approve Supt. Jim Pughsley's recommended budget, and to ask him to

embed in an upcoming three-year budget forecast the money needed to fully fund equity.

Pughsley Wednesday told a citizens budget advisory committee known as EBAC that the forecast would be ready soon, but not by its presentation to the county commissioners on April 22.

The forecast, sought earlier by EBAC, will also lay out the cost of what Pughsley refers to as the "challenges" the schools face.

A draft of the "challenges" without numbers filled in was released in February (box, Page 9). EBAC members expect the "bottom line" on the forecast to be startling.

Pughsley listed "challenges" in 10 areas of CMS operations in addition to the equity issue.

The approved school budget, which now will go to county commissioners for consideration, seeks \$838 million from all sources, including \$279.9 million from commissioners – a \$14.9 million increase from the current county appropriation.

Some commissioners have scoffed at the notion of a \$14.9 million request. That resistance to funding the schools' needs appeared to play a large role in some school board members' stance on Arthur Griffin's request to ask commissioners for the \$18.6 million, over and above the \$14.9 million increase Pughsley proposed.

Molly Griffin, who made the motion to seek the equity funding over the next three years, put the

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### Indications of a challenge at 6th grade

*CMS has seen some success in improving reading levels – except in the sixth grade. In this data, the Department of Social Services compiled reading scores for the children in its custody, comparing the results with data for all children in CMS.*

*Children in DSS custody improved more than all CMS children, though they lagged the system averages for all grades in 2001-2002.*

*And at sixth grade, both groups saw average scores drop. Scores are for the percentage of children on or above grade level for the years indicated.*

Gr.	DSS Custody				All CMS			
	'99-'00	'00-'01	'01-'02	Chg.	'99-'00	'00-'01	'01-'02	Chg.
3	44.9	44.9	56.7	11.8	71.4	79.8	78.2	6.8
4	47.8	34.8	55.1	7.3	72.7	78.5	73.9	1.2
5	40.7	70.4	65.5	24.8	69.1	71.9	81.3	12.2
<b>6</b>	<b>55.2</b>	<b>44.8</b>	<b>39.0</b>	<b>-16.2</b>	<b>73.7</b>	<b>73.7</b>	<b>70.8</b>	<b>-2.9</b>
7	23.5	38.2	55.6	32.1	64.3	71.4	72.6	8.3
8	29.0	45.2	55.8	26.8	69.4	70.0	81.1	11.7

Source: Mecklenburg Department of Social Services

## N.C. expects CMS by this fall to be providing No Child tutoring

The N.C. Department of Public Instruction this week said it expects that CMS will be required to offer free tutoring at schools next year under the provisions of the federal No Child Left Behind law.

The schools at which tutoring most be offered will be identified in September after this spring's test results are analyzed.

Other county school systems expected to be involved, according

to DPI, are Durham, Forsyth, Gaston, Halifax, Lee, Robeson, Scotland, Wake and Wayne.

According to DPI, "eligible students are defined as children who are from low-income families attending Title I schools in need of improvement (first priority for service), and attending a Title II school that has failed to make adequate yearly progress (AYP) for three or more years."

## 5 named to facilities plan panel

The five school board appointees to an advisory committee on long-range facilities planning were named Tuesday night.

The Citizen Advisory Committee for the Long Range School Facilities Master Plan will work through Aug. 31.

Members are Shirley Fulton, Ericka Ellis-Stewart, Wesley Simmons, David Huss and Scott Shipp.

The long range plan details both likely need for new schools and appropriate locations, given anticipated population growth. The plan has also been the main engine for renovation of existing facilities to achieve rough equity, and to bring maintenance operations up to a standard that will maintain the quality of the public's investment.

## New principals named for 6 schools

The school board Tuesday approved Supt. Jim Pughsley's choices of six new principals. Except as noted below, according to a school spokesman, there has been no announcement about the incumbent, but most of the appointments may be to cover retirements.

– Mark Anderson, named to Crown Point Elementary succeeding Phyllis Zellmer, is a principal in Salem, Ore.

– Phyllis Baldwin, named to Long Creek Elementary succeeding Betty McCain, is assistant at Davidson Elementary.

– David Christenbury, named to Vance High succeeding Mary Wolfe, comes in from Chapel Hill-

Carrboro's Culbreth Middle, but earlier was an assistant at West Charlotte High.

– Brian Doerer, named to Pineville Elementary succeeding Beth Bass, is assistant principal at Cochrane Middle.

– Steven Drye, named to Steele Creek Elementary succeeding Michael Shrader, who departs for Southwest Middle, is assistant at Mallard Creek Elementary.

– Monique Gardner, named to McAlpine Elementary succeeding Daphne Graves-Smith, is assistant at Albemarle Road Elementary.

Warren Barkley was named director of instructional employment.

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**18**

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# 'Factors for good schools'

## Researcher reviews social science case against creating high-poverty schools

*An address by Richard Kahlenberg, senior fellow at The Century Foundation, to a Cary meeting April 3 entitled, "Making Choices: Diversity, Student Assignment and Quality in Wake's Public Schools."*

I think it is no accident that you have the very high levels of achievement which you see in Wake County because you have consciously tried to address this overwhelming issue of poverty concentrations.

My task here today is to explain some of the social science evidence that suggests that it is important to look at concentrations of poverty, and to explain why it is, at the end of the day, that we cannot "fix" high-poverty schools.

This is the argument that you hear from a lot of people: Rather than spending money on transportation and moving kids around, why don't we just fix the schools where they are?...

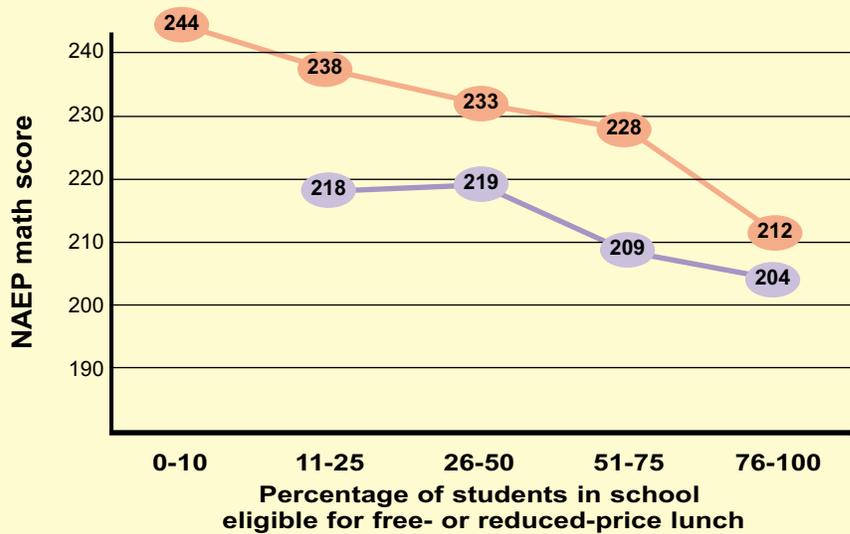
This is a chart [at right] from the Department of Education which shows the achievement gap between middle class and low-income children....

As you can see, consistently that no matter what the schools, middle class children across the board are doing better than low-income children. This is one of the most basic findings in social science research: that low-income children struggle against odds and are not likely to succeed as well as middle-class children.

There is one exception... On the left hand of the chart are the middle-class schools with low concentration of poverty. On the right hand side are the schools with a high concentration of poverty, as measured by free- and reduced lunch.

### Math scores by poverty level of school

Kahlenberg used this chart to illustrate that both middle-income and low-income children have lower reading scores in higher-poverty schools. Data is from "The Condition of Education, 2002," from the U.S. Department of Education, and uses fourth-grade math scores on the National Assessment of Educational Progress (NAEP) in 2000.



If we look at the lower line, the low-income kids in middle-class schools scored 218 and 219. They are scoring higher than the middle-class kids in the high-poverty schools, who scored 212.

The goal of public policy, obviously, is to move everyone toward the left end direction, not necessarily to entirely close the gap between low-income and middle-class children, for that is a very tall task indeed, but to move everyone forward.

And you can do that by making every school majority middle-class.

Then the question becomes, why is it so difficult to educate kids in a high-poverty school? I'm going quickly through a list of 10 factors that make for good schools. I don't think it's a particularly con-

troversial list. I think most people would agree that this is the sort of things we need for good schools.

1) We want adequate financial resources.

2) A place where money is spent wisely.

No. 1 is really the liberal emphasis in education. No. 2 is the conservative emphasis. I think both are right.

3) You want an orderly environment because we know that learning does not go on in a disorderly environment.

4) You want a stable student and teacher population. You talk with teachers, they will tell you one of the most difficult things about teaching in certain schools is that there's a constant turnover

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of students, and that new students have to be brought up to speed, and taught the culture of the classroom, and that's something that presents a barrier to teaching.

5) You want a good principal and well-qualified teachers.... Teachers of course are incredibly important.

6) You want a meaty curriculum and high expectations. That is the thrust of federal legislation today, and everyone agrees that's important. If you set expectations low, kids will only rise to that level.

7) Why have active parental involvement in a school? I'm not talking just about parents being involved with their own kids, which is very important. But also parents being involved in the school itself.

8) Next you want to have motivated peers. Every parent knows the importance of peers. Students are influenced at least as much by their peers as by their teachers, a lot of research would suggest, and therefore it is important to have peers who value achievement.

9) It is also important to have high-achieving peers, because they are another source for correct answers and more information. Teachers aren't necessarily able to provide as much attention to each student as he or she would want. So it's an advantage, research suggests, to have high-achieving peers.

10) Finally, if we look beyond the question of academic achievement to life chances, it's important to have well-connected peers because the research suggests that more than half of jobs are filled through some sort of a connection.... Certain communities were cutting kids off from those peers.

Now, here's the problem with high-poverty schools: They lose on all 10 of these factors.

Middle-income schools often spend as much as twice as much as low-income schools. Now that probably is not the case within

*In adjoining text, Kallenberg refers to:*

## La Crosse, Wisconsin

**Location:** Mississippi River, adjoining Minnesota, 150 miles northwest of Madison.

**City:** Population 80,000. Top employers: Hospitals, Trane, school system, University of Wisconsin campus, chain of convenience stores.

**Schools:** 11 elementary, 3 middle, 2 high schools; 8,000 students.

**Assignments:** The community was divided a decade ago when the school board redrew elementary school boundaries to assure socioeconomic integration at all schools. Jefferson Elementary downtown dropped from 75% poor to 35%. A school board recall election then led to parent choice, and Jefferson has returned to 65% poor.

Sunday, the La Crosse Tribune reported that Supt.

Tom Downs is under a May 5 deadline to propose a new assignment system. The issue was reopened last year, and a task force reiterated its support for using socioeconomic factors to create boundaries. Opponents want neighborhood schools. The Tribune said Downs wasn't revealing any details of his plan, which is now in its fourth draft. "It's a plan not only for today, but for the future.

The board wanted a visionary plan, and this is certainly visionary," the Tribune quoted Downs as saying.

– The Tribune is at [www.lacrossetribune.com](http://www.lacrossetribune.com).

– The school system is at [www.lacrosseschools.com](http://www.lacrosseschools.com)



Painting of Jefferson Elementary in La Crosse, Wis.

[www.lacrosseschools.com](http://www.lacrosseschools.com)



Wake County, and in many communities there is some added money provided to schools with high concentrations of poverty.

Nationally it's true, and I would venture to guess that it is true in Wake County if you are not weighting the extra money for poor kids adequately.

There are a lot of studies that suggest that it costs twice as much to educate low-income kids as middle-class kids on average, given the disadvantages that low-income kids bring to school.

And I know of no school system in the United States where the weights are adequate.

So if you have a high-poverty

school, even if you are receiving more money, you are not receiving adequate funding compared to a middle-class school.

In disadvantaged community, on average, there is more pressure to see the schools as a jobs program, particularly in communities where there are plenty of good jobs, the schools may provide the best employment opportunities around... so these schools have a higher level of bureaucracy in low-income areas.

The third point is an orderly environment. We know that middle-class schools on average report disorder about half as often

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as high-poverty schools.

Now, there are liberal explanations for this – that kids are coming from very difficult environments.... There are conservative explanations for this – which say that it has to do with bad values.

That debate, to my mind, doesn't matter.

The point is we know that in high-poverty schools there is much more disorder and that prevents learning from going on.

There are much higher levels of student mobility in high-poverty schools, associated mostly with the fact that low-income families are more likely renters and they move more frequently, and that's an extra stress – even if you deal with some of these other issues like money and bureaucracy....

If life were fair, the low-income kids would get the best teachers. In fact, we know, the opposite occurs.

On any number of criteria, if you look at the percentage of teachers who do well on teacher tests, teacher experience, if you look at whether you are having teachers teach in their field of expertise – that is, a biology teacher who is actually trained in biology rather than physical education, something like that – in all these cases, high-poverty schools face extra obstacles.

In fact, there is some evidence to suggest that even if you pay the same amount in a high-poverty school and a middle-class school, teachers will consider it a promotion, on average, to move to a middle-class school.

### High expectations

There is a Department of Education study which finds that the grade of "C" in a middle-class school is the same as a grade of "A" in a low-income school when you compare the kids on standardized tests.

Now, this is heartbreaking. Imagine the failing or low-income community: The parents get the report card home and see all "A"s.

In adjoining text, Kallenberg refers to:

## St. Lucie County, Florida

**Location:** East coast of Florida, about 120 miles north of Miami.

**County:** Population 192,695. Jurisdictions: Fort Pierce, Port St. Lucie, Hutchinson Island, Indian River, White City.

**Schools:** About 34, including 17 elementary, 6 middle, and 5 regular high schools, plus 5 magnets and one school for exceptional children; 29,356 students.

**Assignments:** In part to settle a desegregation lawsuit,

the St. Lucie County school board went to so-called "controlled choice." It divided the county into three relatively balanced geographic zones. There are no neighborhood schools. Parents may rank all schools in the appropriate grade range in order of preference. Those living within 2 miles of a school have some priority in assignment, but racial balance is maintained at all schools within each zone. Transfers outside the zone, if approved, do not include bus transportation. Parents who do not get their first or second choice are wait-listed for the first-choice school. Parents may also apply for magnets: three elementaries, a 4-8 and a 6-12.



Map shows zones for St. Lucie's controlled choice student assignment plan.

[www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)



– Schools are at [www.stlucie.k12.fl.us](http://www.stlucie.k12.fl.us)

It goes up on the refrigerator. They are very happy. And in fact the kids are getting cheated: They are not being held to high levels of expectation.

And then there's also the issue of high-level classes: In a lot of high-poverty schools, those classes aren't even offered.

You want active parental involvement. The research shows that for a variety of reasons, middle-class parents are able to be much more active in schools: four times as likely to be members of the PTA, for example.

And that's something that benefits all of the children...

### Motivated peers

On a number of different crite-

ria, we know that middle-class students are more academically engaged than lower-income students. You can measure this by the percentage who cut class, the percentage who have high expectations....

High-achieving peers we know are important. To give you one example of why this is a disadvantage for low-income schools, there are studies which suggest that low-income kindergartners come to school with something between one-half and one-fourth the vocabulary size as middle-class children. So your low-income children attending a middle-class school are much more likely, on the playground or in the class-

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## Factors for Good Schools

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room, to pick up a richer vocabulary. If you're in an isolated, poverty-concentrated school you're not going to pick up that....

### Networking for jobs

In terms of academic achievement this doesn't measure at all. In terms of the list as a whole, it probably matters the most:

Low-income kids who go to high-poverty schools are cut off from the very important networks of work or employment.

The cumulative weight of these various factors is highly significant.

The Economic Policy Institute did a study that found that middle-class schools are 24 times as likely to be high-performing as low-income schools are.

It would be bad if it were twice as often. But it is 24 times as often. And those are not odds that any of us would want to face for our own children....

The big question of course is how are we to get to this goal?

The good news in Wake County is that the free and reduced lunch numbers are hovering around 20%. And so in theory you could have every school with a clear majority of students who are middle-class.

Wake County is an enormous county geographically. There are large obstacles to getting this done. But I think the system should be applauded for saying that no school should have more than 40% of its students eligible for free or reduced lunch.

### 3 models now in use

There are really three models for how to achieve socioeconomic

school integration.

One model is used in La Crosse, Wisconsin. They seek to balance the number of low-income students in each school by redrawing boundaries. They redrew the boundaries at the high school level, they did it at the elementary level as well, and they have found that was very successful.

The model at the other extreme is a system of complete public school choice. That's used in Cambridge, Massachusetts, and in St. Lucie County, Florida.

That model provides that you have no neighborhood school. You instead choose from a variety of schools within a given geographic area. But then to ensure that choice is promoting integration, the school officials honor choices in a way that will also ensure that the schools are economically balanced.

So we're not talking about an extreme, laissez-faire market system, but rather one where parents are given choice, and the choice is used to promote integration.

In Cambridge, 90% of parents receive one of their first three choices, so they have very high levels of success. And of those 10% who don't get one of their first three choices, a majority of those are turned down because there wasn't space at the school....

Wake County, it seems to me, is somewhere in the middle right now. As I understand it, about 25% of the student population is engaged in choice, largely through the magnet school program. In other cases, the economic school integration goal is pursued through redistricting.

Of the two, I think the choice is likely to be more politically palat-

### Richard D. Kahlenberg

A senior fellow at the Century Foundation in Washington, D.C., Kahlenberg has written extensively on use of socioeconomics in assignment.



Kahlenberg

Kahlenberg is a graduate of Harvard in 1985 and its law school in 1989.

able, and I think there are some inherent advantages as well to public school choice, because there is an opportunity to better match the individual interests of students and the interests of the larger community.

I shouldn't come here with the idea of pronouncing what will work in Wake County. That is for you all to decide. But I wanted to lay out some options that are out there nationally, and to outline some of the data which suggests that you are really absolutely on the right course.

If you want to provide equal opportunity, then really isn't any alternative but to provide a balanced environment for students.

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*Kahlenberg spoke April 3 in Cary at "Making Choices: Diversity, Student Assignment and Quality in Wake's Public Schools," sponsored by chambers of commerce in Apex and Garner, the Triangle Urban League, the Wake PTA Council, the Wake County chapter of the N.C. Association of Educators and the Wake Education Partnership.*

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issue this way:

"I have a very very strong commitment to achieving that equity, and now that we know about what it will cost, I think it's very important that we let the community know that, let the county commissioners know that, so that we have a goal that we can reach for.

"But... I do not think that this is the time to go to the county commission and ask for the full amount.... We need to work with the county commission as true partners as we move the school system toward equity. And we have to realize they are facing a very difficult budget situation...."

In making the case for additional equity money now, Arthur Griffin raised a potential legal issue:

"In addition to the [2001] resolution, we also signed an agreement with the [U.S.] Office of Civil Rights, to say that we would provide equitable learning environments based on the 1999 plan, based on this resolution that also said that we would aggressively seek additional funds to close that gap immediately...."

"We've done one thing with respect to Bob Simmons' [2001] resolution: We have a family choice plan. But we don't have the second part – that commitment to make sure that the resources are available today. And now that we know what those schools look like, we should not hesitate in terms of trying to fulfill that promise...."

"The county commissioners on more than one occasion said, let's get on with the pupil assignment plan, you've been messing with it too long, the resources will be there. Both Republicans and Democrats.

"But from 1979 to the present, it's not a debate about Republicans and Democrats,

## Equity: Achieving the teacher standards

*Providing equitable resources has many facets. All those elements are embedded in an "instructional template" that sets standards designed to get all children on grade level. Arguably the most fundamental equity standards – and the ones most difficult and costly to achieve – deal with the experience and quality of the teaching staff.*

*Standards for the teaching staff were based on the average teaching experience, etc., at the schools that in 1997-98 were declared Schools of Excellence or Distinction under the North Carolina ABCs testing program. The standards have been tweaked since then, but the idea remains that all schools should have teaching staffs that mirror the quality of high-achieving schools.*

*The standards are tough even for schools in affluent areas to meet. Incomplete data shows 21 of those 79 schools at standard for licensure, first-year teachers and advanced degrees.*

*Based on an April 4 template update, here's how CMS is doing against all six standards at high-poverty or low-performing schools.*

	Standard	Have met goal
<b>Elementary</b>		
Advanced degrees	39%	1 of 33
Clear licensure	96%	5 of 33
Avg. experience in years	13	3 of 33
First-year teachers	4%	5 of 33
National Board certified	10%	2 of 33
5 years or more experience	71%	6 of 33
<b>Middle</b>		
Advanced degrees	36%	0 of 14
Clear licensure	81%	2 of 14
Avg. experience in years	10	1 of 14
First-year teachers	15%	6 of 14
National Board certified	10%	0 of 14
5 years or more experience	61%	0 of 14
<b>High</b>		
Advanced degrees	41%	1 of 7
Clear licensure	83%	5 of 7
Avg. experience in years	15	0 of 7
First-year teachers	5%	0 of 7
National Board certified	10%	0 of 7
5 years or more experience	74%	1 of 7

– Source: CMS instructional templates, April 4, 2003

because there have been a number of Democratic-controlled county commissions as well as Republican-controlled county commissioners.

"We just haven't had the will to do what's right.

"There's never going to be enough funding. When we started this process, this board approved a \$60 million request.... We got

\$37 million. This [\$18.6 million request] is still that part of the ticket, the part of the trip that is yet untaken...."

Member John Lassiter, who like Arthur Griffin expects to leave the board in December, said he had seen the board over 12 years revamp its efforts toward equity, beginning with facilities plans

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and more recently in operating funds.

"I agree philosophically that if what I had was control of all the money, I have no problem standing before the voters and say here is what we need to do. But I don't have that.

"I have to go across the street [to county offices] and unfortunately ask for a significant portion of what we need to meet the needs of the school system. As a consequence I have to be a realist...."

Lassiter also urged Pughsley to make cuts in food service operations recommended by his own staff and put that money toward equity needs.

Member Louise Woods said she "cannot rest" until equity needs are met, but said she wanted first to push for the additional \$14.6 million Pughsley recommended. When Arthur Griffin's substitute motion for full equity funding came to a vote, she voted no.

Member George Dunlap said he was a realist too, but voted in favor of the equity money. He explained that, in 25 years as a police officer, most of the people he had locked up were uneducated.

"If we don't do something to ensure that the vast majority of this community is well-educated, then this whole community will suffer as a result...."

"I can assure you one thing about the county commission – now, past and in the future: They have never funded what we didn't ask for."

Member Vilma Leake said the sheriff is never questioned about the money he needs for jails. She recalled an earlier reference during the meeting to the academic achievement gap between blacks and whites.

"If it was affluent white chil-

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## Details of what schools want from county

*State and federal contributions to the local schools' budget are mostly by formula. That means the school board looks primarily to the county for money to improve its services and to prepare for additional students. The school board does not have taxing authority.*

*The superintendent's budget approved by the school board Tuesday night makes these additions and deletions from the current year's \$264.9 million county appropriation, resulting in a request to commissioners for \$279.9 million, an increase of \$14.9 million*

<b>Added to sustain existing operations:</b>	<b>\$9,417,936</b>
Salary increase to match state's (estimated)	3,486,495
Retirement set-aside to match state's (estimated)	2,983,669
Insurance: professional and general liability	468,967
Portion of staffing needs for facilities maintenance	298,172
Business software upgrade	300,510
Computer technician staffing	367,694
Increases mileage reimbursement to IRS standard	250,000
Charter school payments (mandated by state)	1,262,429
<b>Added to handle new students and new schools:</b>	<b>\$9,274,551</b>
Classroom personnel, supplies for enrollment increase	4,718,740
Additional personnel needed to run 4 new schools	1,903,165
Nonpersonnel support	149,700
Maintenance costs at new buildings	2,376,203
Athletics for new middle schools	126,743
<b>Added for program expansions, new initiatives:</b>	<b>\$6,277,217</b>
Garinger accelerated high school program	433,900
Staff to implement rolling 3-year program budget review	191,167
Expansion of afterschool programs at middle schools	206,200
New efforts to increase teacher retention	2,968,955
E-learning and distance learning	175,000
Add staff to guide at-risk students away from dropping out	561,981
Expand A+ program that pushes underperforming kids	177,645
Small part equity funds (\$18.6 million unfunded)	300,000
Centralized in-school short-term suspension program	393,750
Performance pay plan	868,619
<b>Deletions:</b>	<b>\$10,023,703</b>

Mostly small cuts were made in the following programs: Dial-a-Teacher, high school in-school suspension program, shorter work year for Bright Beginnings literacy facilitators, guidance summer employment, the employee assistance program, overtime for custodial services, long-term substitutes, human resources summer employment, campus security associates, legal services and policy audits, audio visual repairs, printing services, contracted transportation for pre-school children and violence prevention training.

About \$3.9 million was cut from central office spending, including a 6% cut in staffing and more than \$3 million in reduced outsourcing of things such as advertising, assignment planning, computer maintenance, travel and phone costs.

Money was pulled from teacher positions added last fall and maintained, even though enrollment did not justify them after the classes had been formed. Current county contribution includes about \$1.2 million in nonrecurring depreciation and new-school staffing costs.

– Source: Superintendent's proposed budget dated March 11

# School board OKs Pughsley's budget

Continued from Page 8

dren at the bottom of the totem pole, we'd tear this system upside down. We'd find money somewhere to make sure that children are educated."

Member Lee Kindberg said the board had not made the case for its equity strategy. She favored a three-year strategy "once we have a clear definition of the investments, the costs, the outcomes and the measures."

Chairperson Wilhelmenia Rembert said the budget was the board's "most significant policy statement." She voted for Arthur Griffin's proposal, recalling that she "grew up in a town [Sumter, S.C.] where I knew I received the books that were left over and outdated from the schools across town...."

"I do not make apologies for allowing my life experience to influence my thinking.... I graduated 34 years ago. Equity was an issue then. Equity is still an issue now...."

Rembert said she wanted to ask the county for the full equity amount.

"If our community says it is not prepared to pay for that, then it is not the Board of Education that is deferring dreams for children. It will be this community that has decided.... I won't accept that full responsibility anymore. I will accept my share. But then I will share that with members of the community.

"That will include each one of you in the audience tonight, and those in our viewing audience as well, who will have responsibility for deferring the dreams."

Member Larry Gauvreau voted against Arthur Griffin's suggestion, labeled Pughsley's budget "reckless," the choice plan "illegal" and said equity problems were a "myth." He recommended holding the county contribution flat.

## Pughsley's list of 'challenges'

On Feb. 11, Supt. Jim Pughsley shared with the school board a list entitled "What Are the Challenges and Budgetary Needs of CMS." The text below is from a list given to the Education Budget Advisory Committee Feb. 12. Pughsley has said the list will be the framework for creating a three-year forecast for CMS budgetary needs.

### Change in student population

- Growth
- Demographics
- Free/Reduced lunch
- Race/ethnicity
- Exceptional children
- English as second language

### Impact of choice program

- Resegregation of schools
- Race/ethnicity
- Free/reduced lunch
- Equity resources
- Transportation
- Increased student population, opening new schools
- Recruitment/retention

### Title I

- Equity – cost of education
- Communication

### Student achievement

- High school achievement
- Middle school achievement
- Achievement gap
- No Child Left Behind
- AYP [annual yearly progress]
- Equity – results

### Teaching/administrative staff

- Quantity
- Quality
- Equitable distribution of talent
- Reducing turnover
- Salary/incentives
- Quality of support staff
- Staff development
- Salary

### Equity initiatives

- Template
- Instructional materials
- Staffing
- Facilities
- Results

### Instructional programs

- Bright Beginnings
- A+
- Advanced academics
- Intensive/targeted interventions
- Mentor/coach
- Textbooks
- New adoptions
- Replacements
- Sufficient funding

### Technology

- Instructional

- Computer to student ratios
- Data cabling
- Computer to support personnel
- Media/closed circuit TV support

### Update on Tech Mgmt Sys.

- Lawson conversion
- Technical expertise
- Operational support

### State/federal mandates

- No Child Left Behind
- Adequate Yearly Progress
- Disaggregated data
- Quality teachers/assistants
- Choice
- Safe schools

### IDEA

- Inclusion
- NCLB expectations – new, required testing
- BED/Autism

### ESL

### Maintenance and operations

- Replacement cycle
- Adding 1.3 million s.f. of facilities
- Replacing over 100 over-age maintenance vehicles
- Responding to indoor air quality problems
- Implement Phase II and III maintenance initiatives

### Facilities Master Plan

- Loss of state funds for capital replacement
- Build new classrooms to respond to growth
- Bring 13 schools up to baseline standards
- Facility operational needs and life cycle replacements including 10 plumbing replacements, 11 HVAC replacements, 2 stadium renovations and 90 new mobile classrooms

### Safe schools

- Security
- Short-term out of school suspension program
- Mental health program
- Gang issues
- No Child Left Behind

### Depressed economic climate

# Open seats

## With lottery over, CMS offers seats not taken at regular, magnet locations

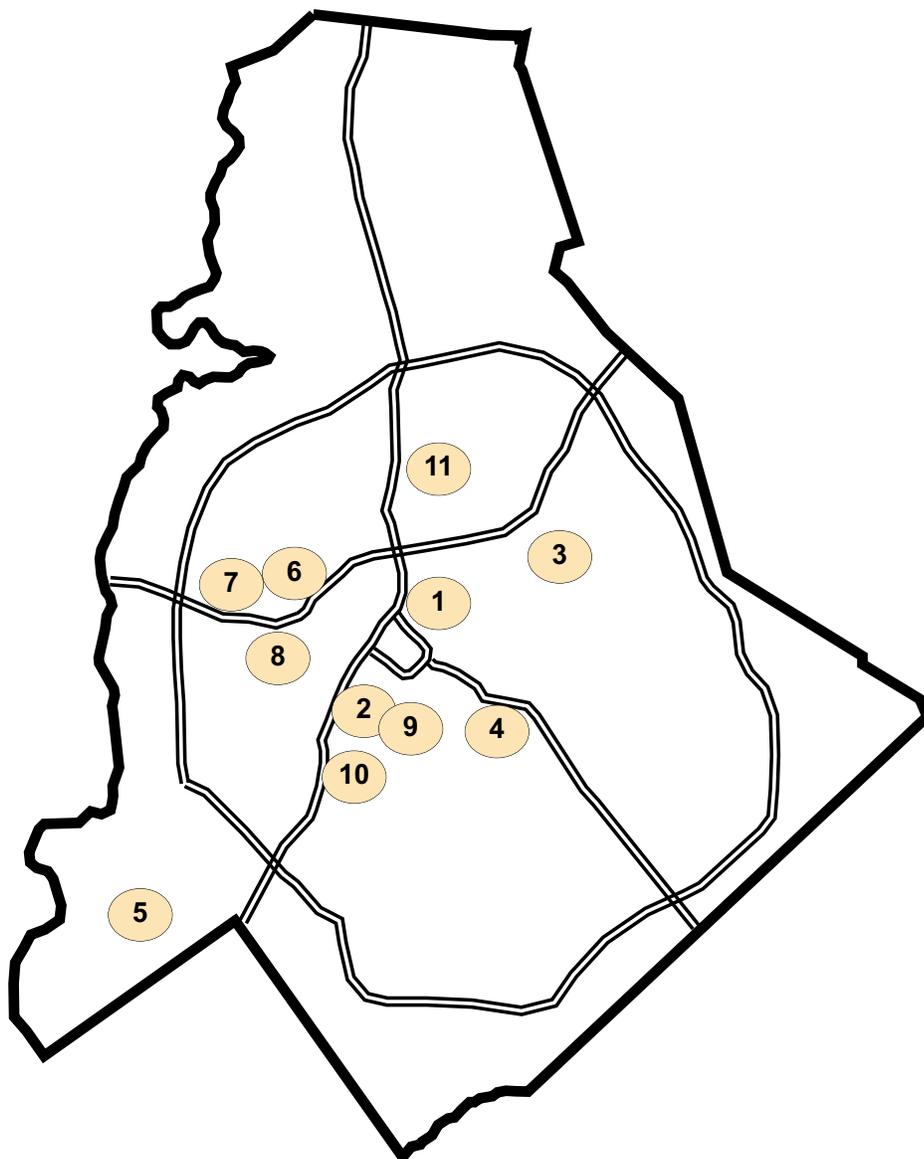
The seats were shunned in the January lottery. Or perhaps they were just overlooked.

CMS this week initiated an open seat choice process that ends May 2, for seats in various grades at 12 regular schools or magnet programs, mostly in older neighborhoods. The only school with seats in the suburbs opens for the first time this August.

School officials have not identified how many seats are available at each location.

Parents interested in a seat may apply using a form available at all schools, the CMS Web site ([www.cms.k12.nc.us](http://www.cms.k12.nc.us)) and at the Family Application Center, 124 Skyland Ave. off Randolph Road).

The schools and information about them, based on CMS data dated Feb. 24:



**Byers Elementary** (Map No. 1)  
 Seats in grades K-5  
 9-02 enrollment: 316  
 Projected 8-03 enrollment: 296  
 Capacity: 448  
 FRL 91%  
 Percent white 1%  
 On-grade reading: 3: NA; 5: NA

**Marie G. Davis Middle** (Map No. 2)  
 Seats in grades 6-8  
 9-02 enrollment: 536  
 Projected 8-03 enrollment: 521  
 Capacity: 798  
 FRL 91%  
 Percent white 2%  
 On-grade reading: 8: NA

**Joseph W. Grier Academy** (Map, 3)  
 Seats in grades K-5  
 9-02 enrollment (w/Oakhurst): 636  
 Projected 8-03 enrollment: 354  
 Capacity: 506  
 FRL 52%  
 Percent white 11%  
 On-grade reading: 3: 82%; 5: 81%

**Oakhurst Elementary** (Map No. 4)  
 Seats in grades K-5  
 9-02 enrollment (w/Grier Rd.): 636  
 Projected 8-03 enrollment: 364  
 Capacity: 638  
 FRL 49%  
 Percent white 35%  
 At-grade reading: 3: 82%; 5: 81%

**Southwest Middle** (Map No. 5)  
 Seats in grade 6  
 9-02 enrollment: NA  
 Projected 8-03 enrollment: 716  
 Capacity: 1,122  
 FRL 34%  
 Percent white 51%  
 On-grade reading: 8: NA

**Thomasboro Elem.** (Map No. 6)  
 Seats in grades K, 3  
 9-02 enrollment: 371  
 Projected 8-03 enrollment: 322  
 Capacity: 464  
 FRL 91%  
 Percent white 3%  
 On-grade reading: 3: 57%; 5: 83%

**Tuckaseegee Elem.** (Map No. 7)  
 Seats in grades K-5  
 9-02 enrollment: 519  
 Projected 8-03 enrollment: 522  
 Capacity: 660  
 FRL 58%  
 Percent white 34%  
 On-grade reading: 3: 74%; 5: 84%

Continued on Page 11

## Choice period begins for still-open seats

Continued from Page 10

**Westerly Hills Elem.** (Map No. 8)  
 Seats in grades K-5  
 9-02 enrollment: 362  
 Projected 8-03 enrollment: 333  
 Capacity: 480  
 FRL 87%  
 Percent white 5%  
 On-grade reading: 3: 56%; 5: 73%

### Magnet programs

**Sedgefield Middle** (Map No. 9)  
 Program: Traditional  
 Seats in grades 6-8  
 9-02 enrollment: 647  
 Projected 8-03 enrollment: 615  
 Capacity: 665  
 FRL 70%  
 Percent white 18%  
 On-grade reading: 8: 69%

**Smith Academy** (Map No. 10)  
 Program: Late French  
 Seats in grades 2-5  
 Program: Japanese  
 Seats in grade K  
 9-02 enrollment: 747  
 Projected 8-03 enrollment: 836  
 Capacity: 838  
 FRL 33%  
 Percent white 51%  
 On-grade reading: 8: 75%

**Tuckaseegee Elem.** (Map No. 6)  
 Program: Talent Development  
 Seats in grades 2-5  
 9-02 enrollment: 519  
 Projected 8-03 enrollment: 522  
 Capacity: 660  
 FRL 58%  
 Percent white 34%  
 On-grade reading: 3: 74%; 5: 84%

**Winding Springs Ele.** (Map No. 11)  
 Program: Global Economics  
 Seats in K-1, 3-5  
 9-02 enrollment: 371  
 Projected 8-03 enrollment: 404  
 Capacity: 550  
 FRL 43%  
 Percent white 20%  
 On-grade reading: 3: 81%; 5: 84%

Not listed on the map are seats available in exceptional children's BED classes at New Grier Road, Statesville Road, Pinewood, Thomasboro, Sedgefield Middle and Wilson Middle. CRS cross-categorical class seats at Morehead, Crown Point, Devonshire, Druid Hills and Winding Springs.

## Calendar

- 15** Bond Oversight Committee, 7:30 a.m., Building Services.
- 15** Policy Committee, 3 p.m., Board Conference Room.
- 18** School board budget session, 6 p.m., Board Room.
- 22** Curriculum Committee, 3 p.m., Board Conference Room.
- 22** School Board meets, 6 p.m., Board Room.
- 23** Education Budget Advisory Committee, 7:30 a.m., Government Center, 11th floor conference room.



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## Briefs

**Men in classroom:** The Philadelphia Inquirer, in a story profiling men teaching in the lower grades, offered these statistics on the 250,00 men teaching in elementary classrooms: Men make up 25% of all teachers, 15% of elementary teachers. The majority of teachers were men through the end of the 19th century. [www.philly.com](http://www.philly.com)

Based on the 2001-2002 N.C. Statistical Abstract, men hold the listed percentage of N.C. jobs in the following categories:

All administrators	46%
All teachers	20%
Elementary teacher	10%
Secondary teacher	36%
Other teacher	22%
All instructional support	15%
All professional	21%
All nonprofessional	19%
Total	20%

**Summer school:** Minnesota Gov. Tim Pawlenty's budget-balancing efforts include severe cuts in the funding used by local systems to finance afterschool and summer programs, the Minneapolis Star Tribune reported. The state program has received heavy use in part because a student's single course outside of regular school hours allowed the district to count that student as 1.5 students in its annual per-pupil funding formula. [www.startribune.com](http://www.startribune.com)

**Majority minority:** The Gwinnett County school system, Georgia's largest, will be majority minority for the first time next year, the Atlanta Journal Constitution reported. The district was 80% white in 1995, and is 54% this year. [www.accessatlanta.com](http://www.accessatlanta.com)

**AYP:** Michigan has notified about 400 of its 2,600 middle and elementary schools that they have failed to meet adequately yearly

### Proposed U.S. education budget cuts

*President Bush's \$53.1 billion education budget includes increases for Title I, special education and for Pell Grants, which assist local institutions in serving economically disadvantaged students. The budget also proposes to end \$1.565 billion in current programs. Below are the 19 programs on that 45-program list that are currently funded at \$20 million or more. All numbers are in millions.*

1.	\$231.1	Comprehensive School Reform Underwrites school improvement efforts.
2.	\$167.7	Rural Education Gives grants to improve education in rural areas.
3.	\$160.9	Smaller Learning Communities For school-within-school in large high schools.
4.	\$107.3	Tech-Prep Education State Grants For integrating academic and vocational education.
5.	\$99.4	Federal Perkins Loans, Capital Contributions Revolving fund for campus-based college loans.
6.	\$67.1	Regional Educational Laboratories Research, training, and technical assistance.
7.	\$66.6	Leveraging Education Assistance Partnerships Need-based college-grant programs by states.
8.	\$62.0	Preparing Tomorrow's Teachers to Use Technology Using technology in instruction.
9.	\$59.6	Physical Education Program Pays for physical education equipment.
10.	\$49.7	State Community Service Grants Community service for expelled, suspended students.
11.	\$42.2	Parental Assistance Information Centers Parent education and family-involvement programs.
12.	\$37.9	Supported Employment State Grants For individuals with significant disabilities.
13.	\$33.8	Arts in Education Finances various arts programs and curricula.
14.	\$32.3	Elementary and Secondary School Counseling Gives grants for K-12 counseling.
15.	\$32.3	Community Technology Centers Computers, training for disadvantaged students.
16.	\$27.8	Comprehensive Regional Assistance Centers 15 centers that seek to help states and schools.
17.	\$27.3	Star Schools Supports distance education projects.
18.	\$24.8	Alcohol Abuse Reduction Combats alcohol use by secondary students.
19.	\$21.9	Projects with Industry Employment, career advancement for disabled.

**SOURCE:** U.S. Department of Education from Education Week [www.edweek.org](http://www.edweek.org)

progress under the federal No Child Left Behind law, the Detroit News reported. To pass AYP, Michigan middle schools must have 31% of students at grade level on both reading and math. Elementary schools must have 47% passing math and 38% passing reading exams.

**Enduring quality:** Writing in Educational Leadership, Carl Glickman asserts that the schools that excel over time have built symbols, celebrations or shared stories into their traditions. Some schools meet every morning as one; others have annual events;

**Continued on Page 13**

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## Briefs *continued*

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some retell each year a turning point in the school's development. All of the examples Glickman cites from study of schools with regular resources but uncommon results suggest that success involves engaging students and staff in a process much bigger than themselves.

[www.ascd.org](http://www.ascd.org)

**NYC transfers:** Of the 228,000 schoolchildren eligible to seek transfers from failing New York City schools, more than 16,000 applied, the New York Times reported. An unspecified number sought free tutoring.

[www.nytimes.com](http://www.nytimes.com)

**Enrollment caps:** Three Wake County elementaries will be capped at 925, 625 and 625 students each. Two other schools were capped during the current year. Children moved to overflow schools will continue at the overflow through the terminal grade.

[www.wcpss.net](http://www.wcpss.net)

**Vouchers:** Colorado legislators approved a bill authorizing vouchers for students in 12 districts, including Denver, where eight or more schools rate "poorly" under state standards, the Washington Times reported. The vouchers would be worth 75% to 85% of the district's per-pupil funding (\$5,000 to \$6,000) for use at private schools. In the first year up to 1% of students would be eligible, with up to 6% eligible by the fourth year. A teacher's group has promised a legal challenge.

[www.washingtontimes.com](http://www.washingtontimes.com)

**Pre-K:** An Education Department study found, nationwide in 2000-2001, 822,000 children were in pre-kindergarten

## On faculty attitude

*Heather Migdon is a first-year teacher at a Washington, D.C. school. In an earlier MiddleWeb diary entry, she explained how she was moved on short notice to a school in crisis.*

"... I'm strongly considering returning to my original school for the next school year, and the possibility has caused me to be less critical of people who leave failing schools. I always thought that teachers who left these schools couldn't stand the kids or thought they were too good to teach there.

"Now I realize that many leave because there are REASONS why failing schools are failing, and sometimes those reasons are out of our control, hard as we try to push for change.

"In my case, I wouldn't be fleeing to a suburban private school, but rather to another urban school with many of the same socioeconomic problems. The only difference – and it is a huge and palpable difference – is the ideology and vision of the school's faculty."

[www.middleweb.com](http://www.middleweb.com)

classes, CNN reported. While the programs were available in 35% of schools, the Southeast average was 46%. The average class size was 14; 68% were half-day, 32% full-day. By ethnicity, the pre-K students were 49% white, 24% Hispanic, 23% black, 3% Asian and 2% American Indian or Alaska Native.

[www.cnn.com](http://www.cnn.com)

**Teacher bonuses:** Two reasons are cited for the low 2%-4% participation rate in Florida's 1999 teacher bonus program designed

to reward excellent teaching, the St. Petersburg Times reported. One reason is that in most places excellence is defined in part by higher student achievement scores. The other reason that since new money was not provided, bonuses would lead to lower raises for all teachers – a proposition opposed by teacher unions.

[www.sptimes.com](http://www.sptimes.com)

**Transfer limitation:** Clark County, Nevada, is telling new hires they are ineligible to transfer to a new school for three years. The Las Vegas Sun reported that some teachers hired since last spring may not have been told of the policy, so it will not be enforced for another year. The policy is expected to reduce transfers, which annually number about 1,000 among a 15,000-teacher staff.

[www.lasvegas.com](http://www.lasvegas.com)

**Education needs:** In a study funded by teacher groups, a Washington State think tank says that achieving ideal public schools at all levels will boost per-pupil spending about 31%, the Seattle Times reported. Needs include full-day kindergartens, computer ratios of 1-to-6 students and a four-year replacement schedule; 10 days for teacher training annually, larger ESL and special education staffs, and cutting staff ratios in grades 1-4 from 24-1 to 21-1.

[seattletimes.nwsources.com](http://seattletimes.nwsources.com)

**Dropouts understated:** Texas auditors have found evidence that sloppy record-keeping allowed some Houston schools to understate dropout rates that play a role in staff bonuses, the Chronicle reported. At a high school that reported only 4 dropouts in 2001, investigators found 373, more than the number graduating that year.

[www.chron.com](http://www.chron.com)